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ABSTRACT

The second part of a 5-part course in Spanish serves as a curriculum guide to accompany the basic text, "ALM Spanish," units 13 and 14. The guide focuses on six areas of language instruction: (1) listening, (2) speaking, (3) reading, (4) writing, (5) culture knowledge, and (6) student analysis of attitudes toward language learning. The guide is divided into five sections: (1) broad goals and performance objectives, which include a breakdown of the six areas of emphasis with practical suggestions on the teaching of each area; (2) course content, which lists the grammatical and lexical inventory for units 13 and 14; (3) suggested expansion of materials to accompany units 13 and 14, which includes further culture comparisons; (4) sample evaluations for measuring performance objectives; and (5) references. The overall objective for Part II of this series is for the student to gain more confidence in meaningful speech and writing. (LG)

ED 090783

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

FOREIGN LANGUAGE

PROGRESSING IN SPANISH PART 2
(7504.12)

FL 005 214

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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PROGRESSING IN SPANISH

Part 2

Course number 7504.12

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PROGRESSING IN SPANISH, PART 2

COURSE DESCRIPTION

Following the basic content, the student discusses dances, clothes, and begins to use with ease reflexive verbs- a grammatical concept not often used in English- and object pronouns. He gains more confidence in meaningful speech and writing. Spanish will be the language used in the class. The basic text is ALM SPANISH, Second Edition, Units 13 and 14. Success in this quin will be assured if 7504.11 or its equivalent has been controlled.

COURSE NUMBER 7504.12

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BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by 75% of the students in the class unless otherwise specified.

I. Listening Skills.

A. The student will understand the target language spoken at normal speed within the limits of the vocabulary and structure taught.

1. Hearing ten words pronounced once each, the student will indicate by writing 1,2,3 whether the stress fell on the first, second or third syllable.

2. Hearing five short monologs, the student will indicate whether the activity takes place in the morning, in the afternoon, or in the evening by writing: morning, afternoon, evening on the paper.

3. Hearing 10 incomplete sentences followed by three completions, the student will choose the answer which best completes the meaning.

4. Hearing twice dialogs of six or eight lines, the student will be able to answer orally questions requiring sí or no, verdadero or falso, or one or two word answers in the target language.

5. Hearing ten sentences in which verbs are used either with object pronouns (dir.or ind.) or with reflexive pronouns, the student will indicate which kind of pronoun he has heard by writing object or reflexive.

B. The student will understand new arrangements of familiar content.

1. Hearing a dialog using familiar lexical and structural items but in new arrangements, the student will answer from eight to ten questions requiring a sí or no answer.

2. Hearing simple definitions in Spanish of ten vocabulary words from the units, the student will select the word which is being defined.

3. Hearing a vocabulary word singly and then used in a sentence, the student will be able to select the antonym from three suggested words.

4. Hearing twice a recombination narrative of about ten sentences, the student will answer orally ten questions requiring a sí or no answer or a one or two word answer in the target language.

5. Hearing twice a recombination narrative of no more than ten sentences, the student will answer orally eight or ten questions requiring a short answer in the target language.

C. The student will understand an account of activities of his peers in a Spanish-speaking country. Hearing a dialog or a brief narrative relative to teen-age activities, the student will list a majority of the ideas expressed.

D. The student will infer the meaning of words from the context in wich he hears them. Hearing two times an article with

several new words of various classes the student will write in English a brief summary,giving enough facts to prove his comprehension.

II.Speaking Skills:In a manner acceptable to the teacher:

A.The student will repeat Spanish after a model.

Hearing short dialogs by the model,the student will imitate with near-native pronunciation and intonation.

B.The pupil will perform necessary changes in form and order.

Hearing a pattern sentence given by the model,the student will perform structure drills from the lessons.He will repeat the pattern given and will perform necessary changes in the structure when given the cue orally in Spanish.

1.Irregular past participles.

2.Participles used as adjectives.

3.Reflexive pronouns.

4.Reflexive pronouns with service-disservice verbs.

5.Object pronouns in sequence.

6.Position of object pronouns.

7.Nominalization.

8.Comparatives-más/menos.....que.

C.The student will manipulate the language.

1.Hearing twice a dialog of no more than ten lines,the student will answer orally from five to ten questions requiring an answer of a few words.

2.Given the directions in Spanish by the teacher,the student will perform the directed dialog.

3. Given a list of verbs, mainly reflexive, the student will relate using these verbs,at least ten sentences in wich he describes his daily activities.
4. Given a large mounted picture, the student will describe it in the target language with at least five sentences.
5. Hearing a description in English of a situation,two students will discuss it in short conversation(approx. five lines each)in Spanish using the vocabulary of the lesson.
6. Given a series of adjectives, the student will use each adjective in a comparative sentence,indicating the comparative and superlative aspects of the adjectives.
7. Hearing a word singly and then used in a sentence,the student will give the synonym or antonym in the target language.
8. Hearing a word from the units, the student will explain the word in the target language.

   Ex.vestirse-una acción, lo mismo que ponerse la ropa.

   el cumpleaños-el día en que una persona cumple otro año.

III.Reading Skills:

A. The student will read aloud in a manner acceptable to the teacher material which has previously been mastered orally.

1.Given a familiar dialog or narrative, the student will read orally.

2. Given a short recombination narrative of ten sentences the student will read orally.

3. Reading a pattern sentence, the student will read the structure drills from the lessons. He will repeat the pattern given and will perform the necessary changes in structure when he has read the cue in the target language.

B. The student will read for direct comprehension material which he has mastered audio-lingually.

1. Reading a familiar dialog twice, the student will answer seven out of ten questions with one or two word answers or true or false answers.

2. After reading a narrative or dialog the student will select the correct completion by marking a, b, or c choices for incomplete sentences.

3. Given a statement or question, the student will select the proper rejoinder by marking a, b, or c choices.

C. The student will read specially written material that introduces new vocabulary and grammar progressively.

IV. Writing Skills.

A. The student will copy the Spanish which has been presented orally, controlled orally, and reinforced through reading.

B. The student will write from dictation.

1. Hearing a dictation of material which he has spoken, learned, and read previously, the student will write in Spanish.

a.Seasons
b.Birthday party
c.Travel vocabulary
d.Daily activities.
e.Shopping
f.Clothing
g.Short sentences

C. The student will write exercises requiring minimal structural changes.

Using a model sentence the student will write exercises requiring minimal structure changes.

a.Irregular past participles.
b.Participles used as adjectives.
c.Reflexive pronouns.
d.Reflexive pronouns with service-disservice verbs.
e.Object pronouns in sequence.
f.Position of object pronouns.
g.Nominalization
h.Comparatives- más/ menos.....que

D. The student will construct original sentences.

1. Given a model sentence and a series of different words, the student will construct sentences following the basic structure of the model.
2. Given a statement in wich the underlined portion provides the answer, the student will write a question.

Ex: Me levanto a las seis y media .

¿ A qué hora se levanta Ud ?

E. The student will write narratives.

1. Given a dialog of eight to ten lines, the student will change this to a narrative of from four to six sentences.

2. Given a paragraph of familiar material in narrative form, the student will rewrite it, changing all subjects to plural and making all other necessary changes.

V. Culture Knowledge.

A. The student will develop an understanding of the shared behavior and customs of the Spanish-speaking world.

1. The student will describe in the target language the following important celebrations:

a. Las quince primaveras.
b. Una fiesta de cumpleaños.
c. El día del santo.
d. El día de la raza.
e. La Navidad.
f. El día panamericano.

2. The student will investigate legends of several Spanish-speaking countries.

a. Spain b. Mexico c. Cuba d. Puerto Rico e. Colombia.

3. The student will describe an imaginary trip to Colombia, giving the following information:

a. Means of travel
b. Important cities and their location on a map.
c. Departure time
d. Length of visit
e. Important places to be visited
f. Description of the main geographical features of Colombia.

4. The student can compare his daily routine with that of a student in Bogotá.

a. Family ties b. Meals c. Dress
d. School activities e. Important celebrations

B. The student will identify with a short description in Spanish ten out of fifteen proper names associated with Mexico, Central America, and South America.

C. The student will recognize important contributions of the Spanish-speaking world to his own culture.

1. Spanish explorers
   a. Ponce de León
   b. Menéndez de Ávila
2. Early Spanish settlements in the United States
   a. San Agustín, Florida
   b. Santa Fé, New Mexico
   c. Las misiones de California
3. Foods
   a. Sangría
   b. Paella
   c. Tacos
   d. Tortillas
   e. Enchiladas
   f. Flan
   g. Guacamole
   h. Arroz con pollo
4. Impact of the very large Spanish-speaking element in Miami.
   a. Little Havana
   b. Association with native Spanish-speaking people
      1) School
      2) Neighbors and friends
      3) Stores
      4) Restaurants

VI. Attitudes.

A. The student will identify several reasons for continuing his study of Spanish.

B. The student will pursue actively further study of the target language and culture.

1. He initiates activities to further his knowledge. Daily practice with native speakers in his school.
2. He participates actively in language clubs
3. He visits stores where products from the Spanish-speaking world are sold.
4. He visits travel agencies and airline offices to secure up-to-date information on Spanish-speaking countries.
5. He participates in travel programs for students to Spanish-speaking countries.
6. He collects newspaper and magazine articles on a particular subject of importance.
   a. Sports
   b. University life
   c. Present political situation in Latin America.
   d. Cuba
   e. Peace Corps projects
   f. Costumes of various countries.
7. He listens to as much Spanish as possible by watching the programs in Spanish on television and by listening to the radio broadcasts in Spanish.

COURSE CONTENT

GRAMMATICAL AND LEXICAL INVENTORY

"LAS QUINCE PRIMAVERAS," UNIT 13

Keep in mind that the classification of a word depends upon its function in the sentence.

I. Structure

A. Irregular past participles

B. Participles used as adjectives

C. Reflexive Pronouns

D. Reflexive pronouns with service-disservice verbs

E. Reflexive Verbs

II. Vocabulary

A. Adjectives

1. absoluto,a
2. absurdo,a
3. chico,a
4. favorito,a
5. joven
6. musical
7. peor
8. ridículo,a
9. sólo,a
10. típico,a
11. total
12. viejo,a

B. Adverbs

desgraciadamente

C. Nouns

1. adulto
2. aniversario
3. boca
4. canal
5. comentador
6. cowboy
7. cumpleaños
8. doble
9. estación
10. héroe
11. hombre
12. invierno
13. lista
14. mano
15. minuto
16. mitad
17. momento
18. muchacho
19. niño
20. otoño

21. pistola
22. primavera
23. programa
24. rato
25. situación
26. verano
27. voz, voces

D. Participles-Irregular

1. abierto
2. dicho
3. escrito
4. hecho
5. puesto
6. visto
7. vuelto

E. Prepositions

entre

F. Pronouns

1. me
2. nos
3. se
4. te

G. Verbs

1. acostarse(ue)
2. aparecer(zc)
3. bañar
4. cambiar
5. cumplir
6. despertar
7. interesar
8. invitar

Reflexive

1. aburrirse
2. acercarse
3. acostarse
4. apurarse
5. asustarse
6. bañarse
7. cansarse
8. despertarse
9. dormirse
10. enojarse
11. equivocarse
12. fijarse
13. irse
14. lavarse
15. levantarse
16. mojarse
17. ponerse
18. preocuparse
19. presentarse
20. quedarse
21. quitarse
22. sentarse
23. vestirse

H. Expressions

1. ¿En que' estación estamos?
2. Fíjate.

" REGRESO DE LOS ESTADOS UNIDOS," UNIT 14

I. Structure

A. Object pronouns in sequence

B. Position of object pronouns

C. Nominalization

D. Comparatives-más/menos.....que

1. Comparative

2. Superlative

II. Vocabulary

A. Adjectives

1. brutal	4. fantástico,a	7. izquierdo,a
2. espantoso,a	5. folklórico,a	8. misterioso, a
3. estupendo, a	6. joven	9. nervioso,a

B. Adverbs

1. abajo 2. arriba 3. menos 4. tranquilamente

C. Nouns

1. anteojos	10. equipaje	19. maleta
2. bata	11. gente	20. marinero
3. baúl	12. historia	21. paraguas
4. cartera	13. horizonte	22. patio
5. cepillo	14. imaginación	23. peine
6. ciudad	15. impermeable	24. pueblo
7. charco	16. jardín	25. regreso
8. departamento	17. leyenda	26. tradición
9. emoción	18. llave	27. vela 28. vuelta

D. Pronouns

1. ésta 2. éste 3. éstos

E. Verbs

1. abandonar
2. aprender
3. basar
4. contemplar
5. enseñar
6. morir (muerto)
7. rotar
8. regresar
9. tocar
10. tranquilizar(se)

F. Expressions

1. a la izquierda
2. de nada
3. de repente
4. de verdad
5. estar de vuelta
6. hacer las maletas
7. ¡qué emoción!
8. tener prisa

SUGGESTED EXPANSION OF MATERIALS

"Las Quince Primaveras," Unit 13

I. Posters wich accompany text

A. Dialog

B. Supplement

II. Audio tapes wich accompany text

A. Dialog

B. Structure drills

C. Listening and Speaking exercises

D. Testing

III. Workbook wich accompanies text.

IV. Mounted pictures in color from magazines or travel brochures.

A. Oral description by students

B. Topic of short conversations

Ex. Picture of a birthday party

¿Quién celebra el cumpleaños? ¿Cuántas personas hay? ¿Cuántos años tienen? ¿Cómo es la fiesta? ¿Qué hacen en la fiesta?

V. Teacher-made tapes

A. Audio

1. Dialog Adaptation questions-with space left for the student to answer for drill or for testing.
2. Recombination narratives-short narratives of eight to ten sentences followed by six or eight questions in Spanish for the student to answer.
3. Original structure drills-variations of those in the text.

B. Video

1. Performance of students acting out the Basic Dialog or Recombination Dialogs.
2. Skits written and performed by the students
   a. El horario-pantomime to narration
   b. A television program or a commercial.
   c. A shopping trip- two or three students. picking out a birthday gift.
3. Replay of television programs dealing with local events or cultural material.

VI. Overhead projector

A. Prepared transparencies in color to be used as conversation stimulus or vocabulary introduction or review.

1. A party
2. Daily schedule
3. Seasons and weather
4. Clothing
5. Shopping.

B. Teacher-prepared transparencies: dime-store coloring books about teen agers can be used on the addo-fax to prepare black and white transparencies.

VII. Writing

A. Invitation to a birthday party or saint's day celebration.

B. Letter to a friend describing a shopping trip.

C. Description of a favorite TV program.

VIII. Games.

A. Password in Spanish

B. Twenty questions

C. Vocabulary game: The class is divided into two teams. The teacher has a prepared list of vocabulary words from the present lesson and previous ones. After she reads a word, a member of team A must tell whether the word is :
una cosa, un lugar, una acción, una persona and use it correctly in a short sentence. If he does this correctly, another member of his team gets a word. If the student misses the answer, then a student of team B gets to answer. If both students answer incorrectly the teacher explains it and then gives another word to a student of team A. The first team to earn 15 points wins the game. Any variation of scoring could be substituted.

SUGGESTED EXPANSION OF MATERIALS

"Regreso de los Estados Unidos," Unit 14

I. Posters wich accompany text

A. Dialog B. Supplement

II. Audio tapes which accompany text

A. Dialog C. Listening and Speaking Exercises

B. Structure drills D, Testing

III. Sound-filmstrip Folklore del pueblo chico

IV. Workbook which accompanies text.

V. Mounted pictures in color from magazines or travel brochures.

A. Oral descriptions by students

B. Topic of short conversations or speeches

Ex. Picture of an airlines counter where two people are getting their tickets from an agent and are weighing their luggage.

¿Qué pregunta el empleado? ¿Adónde van?
¿A qué hora salen? ¿Cuánto cuestan los billetes?
¿Cuántas maletas llevan?

C. Teaching of nominalization

Ex. Picture of two girls, one blonde and the other a redhead

VI. Maps.

A student is given a destination and he or she traces the route from Miami, explaining how one would travel and where stops would be made.

VII. Travel brochures

VIII. Magnetic chalkboards or flannel boards.

A. Magnetized letters representing the direct and indirect objects can be replaced by those letters spelling out the pronouns which the student can place in the proper position in the sentence.

IX. Teacher-made tapes

A. Audio

1. Dialog adaptation questions with space on the tape for the student to answer for drill or for testing.

2. Recombination narratives.

3. Original structure drills.

B. Video

1. Performance of students conversing or reciting and acting out recombination dialogs.

2. Skits written and performed by the students:

a. Students in level 2 class
b. Students of advanced levels
c. Native-speaking teen agers

X. Overhead projector

A. Crossword puzzles

B. Prepared transparencies in color to be used as conversation stimulus or introduction or review

1. Clothing
2. Modes of transportation
a. avión b. barco c. coche d. tren

C.Silhouettes of objects or people in different sizes to practice the comparatives.

1.pelota	6. perro
2.maleta	7. barco
3.sombrero	8. hombre
4.zapato	9. chica
5.gato	10. vaso

XI. Packing a suitcase:Ask two boys and two girls to bring a small suitcase packed with his or her clothes for a trip. Each would be going to a place which would require a special kind of clothing,ie.for the city,for the mountains,for the beach.The class members could describe the clothing, ask questions of the student who is unpacking the suitcase,etc.

XII. Games.

A.Password in Spanish.

B.Twenty questions.

C.Vocabulary Game:Identifying a Spanish word as to whether it is una cosa,una persona,un lugar,una acción,and then using it in a short sentence.

SUGGESTED EXPANSION OF MATERIALS

CULTURE

Unit 13 Las quice primaveras

Unit 14 Regreso de los Estados Unidos

I. Use of pictures in the text

A. Unit 13

1. Baile de las quince primaveras, p.244

2. Window shopping in Mexico, p.221

3. Children leaving school, Mexico,p.46

4. Outdoor markets, p.42, 134

5. Sunday market in Madrid, p.232

B. Unit 14

1.Cartagena, Colombia,p.286

2.Bogotá, Colombia, p.265

3. Beach near Lima, p.155

4. Shoppers on the street, Lima p.30

5. Student going to the movie, p.26

C. Both units

1.Glimpses of the Spanish world, G-1- G-17

II. Use of maps

A.Text, G-2- G-4

B.Wall maps

III. Use of special topics

A.Special holidays

1. El día de la raza, 12 de Octubre

2. El día panamericano, 14 de Abril

3. La Navidad

4. La Semana Santa

B. Special events as they are celebrated in Spain, Mexico, Colombia.

1. Las quince primaveras
2. Birthday parties
3. El día del santo

C. Indians of Colombia

1. Carib
2. Chibchas
3. Present day Indians

D. History of Colombia

1. Cartagena
   a. Importance in the colonial times
   b. Attacks by pirates
2. Bogotá -"La Atenas de Sudamérica"
3. Relationship to the building of the Panama Canal

E. Legends

1. El Cid
2. Santiago de Compostela
3. Guadalupe

F. Comparisons of the educational systems of Spain, Colombia and Mexico.

1. Copy a report card of a student from each of these countries, noting the subjects taken and grading system

G. Current Events

1. Newspaper articles
2. Américas magazine
3. Weekly newsletter of the CAS (English and Spanish)

H. Comparison of markets in Colombia, Mexico and Spain

1. Américas magazine

2.Travel brochures

IV. Films and slides

A. Dade County Catalog of Films

1.Vamos a Colombia

2.Visitas a Colombia

B. Slides from trips made by the teacher or the students

V. Guest Speakers

A. Consular officials

1.Mexico 2.Spain 3.Colombia

B. Foreign students attending local universities and junior colleges.

VI. Field trips

A. Visits to stores dealing in Mexican and Spanish imports

1.Furniture stores

2.Clothing and shoe stores

3.Novelty shops

B. Restaurants

1. Basque 3. Mexican

2. Cuban 4. Spanish

C. Grocery Stores

1. Centro Cubano 3. Coral Way

2. Calle ocho 4. Perrine

SAMPLE EVALUATION

Instrument for measuring the performance objective for

Listening Skill IB-2

You will hear the definition in Spanish of a familiar word. Following this you will hear three Spaninish words.Circle the letter of the word wich best matches the definition.

Each item will be given two times..

(Student answer sheet has only A, B, C.)

1. Poco tiempo	A.una hora B.un rato C. un año
2. Un lugar donde vive mucha gente	A.el pueblo B.la ciudad B.la esquina
3. Una acción,lo contrario de acostarse	A.levantarse B.despertarse C.dormirse
4. Una reunión social	A.la clase B.la fiesta C.la familia
5. Una cosa en donde pone la ropa	A.una mitad B.una mano C. una maleta
6. La persona más importante en un programa de televisión	A. el héroe B. la narración C. la conversación
7. una acción,lo contrario de despertarse	A. cansarse B. dormirse C. dormir
8. Un lugar donde hay muchas flores y plantas	A. la casa B. el jardín C. la primavera
9. una cosa para abrir una maleta	A. el baúl B. el equipaje C. la llave
10.Una acción,lo mismo que regresar	A. salir B. volver C. venir
11.lo contrario de cerrado	A. abierto B.cansado C.vestido
12.lo contrario de aprender	A. enseñar B. repetir C. practicar
13.una acción, lo mismo que ponerse la ropa	A. quitarse B. preocuparse C. vestirse
14.lo contrario de siempre	A. tampoco B. nunca C. talvez
15.lo contrario de abajo	A. alto B. cerca C. arriba

SAMPLE EVALUATION

Instrument for measuring the performance objective for Speaking Skill IIC-I.

You will hear a telephone conversation between Elena and Gloria. Elena has some important news to tell. After you hear the conversation the second time, be ready to answer some questions in Spanish with just a few words, not complete sentences.

Two girls are talking on the telephone.

Elena: El domingo voy a hacer un viaje!

Gloria: ¡De veras!. ¿Adónde?

Elena: Voy a visitar a mi prima en San Juan! En Puerto Rico!

Gloria: ¡Estupendo! ¿Vas en avión?

Elena: Claro y, óyeme, necesito la maleta. La mía es muy vieja. Puedes prestarme una?

Gloria: ¡Cómo no! Tengo dos -una negra y una verde. ¿Cuál prefieres?

Elena: La negra, por favor.

Gloria: Te la traigo a tu casa hoy. Hasta luego.

Elena: Hasta luego y mil gracias.

Answer the following questions in Spanish with just a few words.

1. ¿Qué va a hacer Elena?
2. ¿Adónde va Elena?
3. ¿A quién va a visitar Elena?
4. ¿Cómo va Elena a Puerto Rico?
5. ¿Qué necesita Elena?
6. ¿Por qué?
7. ¿Cuántas maletas tiene Gloria?
8. ¿Qué le va a prestar Gloria a Elena?
9. ¿Cuál de las maletas prefiere Elena?
10. ¿Cuándo trae Gloria la maleta a la casa de Elena?

SAMPLE EVALUATION

Instrument for measuring performance objective for Reading Skill III B-1

You will read carefully the Basic Dialog "Regreso de los Estados Unidos", Unit 14. Close your book and answer the following True-False Statements by circling V (Verdad) or F (False) on your paper.

1. Claudia y Gloria son de los Estados Unidos. (F)
2. Las dos chicas buscan sus maletas.. (V)
3. Gloria tiene dos maletas y Claudia una. (F)
4. Solamente Gloria le pide la maleta al empleado. (F)
5. El empleado es muy simpático. (F)
6. El empleado les dice que deben tener prisa. (F)
7. La familia espera a las hermanas arriba. (V)
8. Según Gloria, el hermano de ellas está alto. (V)
9. Claudia está contenta de estar de regreso de Colombia. (V)
10. A Gloria le encanta hablar inglés. (F)

SAMPLE EVALUATION

Instrument for measuring the performance objective for Writing Skill IV D-1

Sentence construction: Write a sentence following the same structure that is illustrated by the model sentence.

Model: yo/levantarse/temprano----Yo me levanto temprano.

1. Yo / aburrirse / siempre / clase
2. hermana y yo / quedarse / en casa
3. Juan / vestirse / ropa nueva
4. mamá / enojarse / mucho
5. Ellos / irse / ahora
6. abuela / cansarse / mucho
7. amigos / equivocarse / hacer / problemas
8. Tú / sentarse / aquí
9. hermanito / lavarse / cara
10. perro / acostarse / maleta

Instrument for measuring the performance objective for knowledge of culture VC3

Identify in English five of the following items:

1. Sangría
2. Tortilla
3. Arroz con pollo
4. Tacos
5. Paella
6. Flan

SAMPLE EVALUATION

Instrument for measuring the performance objective relative to Attitute VI

The teacher will observe and keep a record of any actions and/or reactions relative to the following, thereby indicating a positive or negative attitude toward the study of Spanish.

Name - Jane Smith	Dates									
	9/30	10/30	11/30	11/15						
1. Initiates activities to further his knowledge	A	A	E	A						
2. Participates in clubs	A	A	A	E						
3. Visits business agencies in Span.	A	E	E	A						
4. Travels in Span-speaking country	-	-	-	E						
5. Collects articles re. Span-speaking countries.	-	-	A	A						
6. Watches Span TV or listens Span radio	A	A	A	A						

Key: E exceptional, A average

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